

Third Grade

World Geography and Cultures

Course Description: *Third grade students will learn about the major components of world geography and world cultures. Students will develop skills across the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography. Students will analyze the impact of physical and human geography on cultures in times past and present. They will explore the production, distribution, and consumption of goods and services on a local and global scale. Students will examine our connections to the past and the ways in which local, regional, and national governments and traditions have developed and left their marks on current societies. They will recognize the contributions of famous individuals from various ethnic, racial, religious, and socioeconomic groups to the development of civilizations around the world. Students will understand the role of rules and laws in our daily lives and the basic structure of the United States government, with opportunities to compare different government systems. They will evaluate evidence to develop comparative and causal analyses in order to interpret primary sources and informational text. Third grade students will construct sound historical arguments and perspectives on which informed decisions can be based.*

Geography

In order for students to understand that geography influences the development of a region as well as the interactions between people and the environment, the geography content standards have been structured to be taught as an independent unit. Students will then utilize their geographic content knowledge and apply the skills within their study of the continents.

3.1 Geography enables the students to see, understand and appreciate the web of relationships between people, places, and environments. Students will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the uses of geography.

3.2 Students understand how to use maps, globes, and other geographic representations, tools and technologies to acquire, process and report information.

3.3 Define common map and globe terms, including but not limited to: continent, country, mountain, valley, ocean, sea, lake, river, hemisphere, latitude, longitude, north pole, south pole, equator, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago

3.4 Students write the definition of a region in their own words.

3.5 Students use cardinal directions, map scales, legends and titles to locate major cities and countries in the world.

3.6 Identify locate, compare, and contrast the major continents and oceans: North America, South America, Europe, Asia, Australia, Africa, Antarctica, Atlantic, Pacific,

Indian, Southern, and Arctic.

3.7 Locate places on a map using cardinal and intermediate directions and longitude and latitude.

3.8 Students will examine major physical and political features on globes and maps. Physical features (topography) are: mountains, plains, plateaus, mesas, buttes, deserts, deltas, islands, peninsulas, basins, canyons, valleys, bays, streams, gulfs, straits, canals, & seas. Political features (human created) are to include boundaries, cities, highways, roads and railroads.

3.9 Explain the difference between relative and absolute locations.

3.10 Interpret thematic maps of each continent (political, physical, population, resource, climate and polar projection map) utilizing title, legend, scale, and cardinal and intermediate directions.

3.11 Use different types of maps (political, physical, population, resource, polar projection, and climate) and globe skills to interpret geographic information from a graph or chart.

3.12 Know and use various text features (e.g., maps, graphs, charts, captions, bold print, subheadings, glossaries, indexes, electronic menus, and icons) to locate key facts or information in a text efficiently.

3.13 Explain how specific images contribute to and clarify a text. To include, but not limited to: diagrams, landforms, satellite photos, GPS system, maps, and charts.

3.14 Analyze primary and secondary source maps, photographs, texts, and artifacts for contradictions, supporting evidence, and historical details.

3.15 Interpret digital sources and informational text to describe how humans interact with their environment.

3.16 Trace the development of a product from its natural resource state to a finished product.

3.17 Analyze natural resources and how they have impacted the economy of each region including fishing, farming, ranching, mining, manufacturing, tourism, and oil and gas, and their connections to global trade.

3.18 Discuss how unique weather forces impact the geography and population of a region or continent (hurricanes, earthquakes, floods, tornadoes, drought.)

3.19 Summarize how people interact with their environment to resolve geographic challenges including housing, industry, transportation, communication, bridges, dams, tunnels, canals, freshwater supply, irrigation systems, and landfills.

3.20 Examine old world new world connections to holidays and events as they pertain to geography.

North America

3.21 Interpret different texts and primary sources to describe the major components of culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.22 Use information gained from timelines, primary sources and informational text to identify major historical events and patterns in North America. (C, G, H) Suggestions are:

- Mayan Culture
- Aztec Culture
- Colonial America
- America's Revolution
- Current events.

3.23 Use timelines and interpret historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H) Suggestions are: Christopher Columbus, Benjamin Franklin, George Washington, Daniel Boone, Nancy Ward, Thomas Jefferson, Betsy Ross, Noah Webster, Abraham Lincoln, Susan B. Anthony, Harriett Tubman, Geronimo, George Washington Carver, Georgia O'Keefe, Amelia Earhart, E.B. White, Rosa Parks, Martin Luther King Jr., Dian Fossey, Barack Obama

3.24 Compare and contrast a (first hand) primary source and secondary source (a secondary account) of the same event or topic. (C, H)

3.25 Locate on a map, Canada, Mexico & Central America. (G)

3.26 Identify by shape, the 50 states of the U.S. (G)

3.27 Compare the relative size of Alaska to the continental United States. (G)

3.28 Identify on a map major cities and countries of the continent (Charleston, Chicago, Knoxville, Los Angeles, Memphis, Mexico City, Miami, Montreal, Nashville, New York, Seattle, Washington D.C.) (G)

3.29 Locate the states and major cities that comprise a region on a map. (G)

3.30 Identify major physical features on a map (G):

- Rivers – Colorado, Cumberland, Mississippi, Missouri, Ohio, Rio Grande, St. Lawrence, Tennessee
- Mountain – Appalachian, Rockies, Alaska Range, Cascade
- Bodies of Water – Atlantic, Arctic, Pacific, Great Lakes, Great Salt Lake, Gulf of Mexico, Hudson Bay
- Deserts – Death Valley, Great Basin
- Landform- Grand Canyon, Niagara Falls

3.31 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.32 Identify examples of scarcity in and around specific regions. (E, G)

3.33 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.34 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

3.35 Describe how goods and services are exchanged on local, regional and international levels to include transportation methods and bartering and monetary exchange. (C, E)

3.36 Compare & contrast landforms, climates, population, natural resources, and major cities of the three grand divisions of Tennessee. (E, G)

3.37 Discuss the structure and purpose of governance. (P)

3.38 Compare and contrast the national governments of Canada, New Mexico, and the United States.

3.39 Describe the Constitution of the United States and the Tennessee State Constitution in principle and practice. (P)

South America

3.40 Conduct short research projects to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.41 Use timelines, primary sources, and historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H) Suggestions are:

- Inca Culture
- Amerigo Vespucci
- Panama Canal
- Current events.

3.42 Identify on a map major cities and countries of the continent (Bogota, Colombia; Lima, Peru; Rio de Janeiro, Brazil; Havana, Cuba). (G)

3.43 Identify major rivers and landforms in the continent (G):

- Rivers- Amazon
- Mountains- Andes
- Bodies of Water - Angel Falls, Straits of Magellan
- Landforms - Galapagos Islands, Caribbean Islands,

3.44 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.45 Identify examples of scarcity in and around specific regions. (E, G)

3.46 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.47 Define supply and demand and describe how changes in supply and demand affect prices of specific products. (E)

3.48 Identify the types of government found in South America and compare to the U.S. (Dictatorship and Democracy). (P)

Europe

3.49 Describe the diverse but unified nature of people within a continent or region identifying the distinct contribution made by their culture , such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.50 Use timelines, primary sources, and historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, G, H,) Suggestions are:

- Olympics in Ancient Greece
- Roman Empire
- Monarchies
- European discovery of the New World
- Historical narratives of major European immigrant groups and their journeys to America
- Current events

3.51 Identify major cities and countries of the continent (London, United Kingdom; Paris, France; Madrid, Spain; Rome, Italy; Berlin, Germany, Moscow, Russia.) (G)

3.52 Identify major physical features (G):

- Rivers – Danube, Rhine
- Mountains - Alps, Ural Mountains
- Bodies of Water –Arctic Ocean, Mediterranean Sea, Black Sea,
- Landforms – Gibraltar

3.53 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, G)

3.54 Identify examples of scarcity in and around specific regions. (E, G)

3.55 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.56 Define single market economy. (E)

3.57 Identify major government systems in the continent and compare to the US. (United Kingdom/Spain: Constitutional Monarchy & France/Italy: Republic.) (P)

Africa

3.58 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.59 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H) Suggestions are:

- Ancient Egypt – pyramids, Nile River, Tutankhamen

- Bartholomew Diaz lands on Cape of Good Hope
- Nelson Mandela
- Kofi Annan
- Current Events

3.60 Identify major cities and countries of the continent (Egypt, South Africa, Libya, Kenya, Cairo.) (G)

3.61 Identify major rivers, landforms, and oceans in and surrounding the continent (G):

- Rivers – Nile, Niger, Congo
- Mountains – Kilimanjaro, Mt. Kenya
- Desert – Sahara
- Bodies of Water – Indian, Southern, Lake Victoria
- Landforms – Cape of Good Hope

3.62 Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (C, E, G)

3.63 Identify examples of scarcity in and around specific regions. (E, G)

3.64 Interpret a chart, graph or resource map of major imports and exports. (E, G)

3.65 Identify major government systems in the continent and compare to the US. (Democracy, Military, Monarchy, Republic) (P)

Australia

3.66 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.67 Use information gained from timelines, primary sources and informational text to identify major historical people, events and patterns. (C, G, H) Suggestions are:

- Indigenous cultural heritage of Aboriginal people and Torres Strait Islanders
- Captain James Cook and European Settlement
- Australia's Independence
- Current events

3.68 Identify major cities, states, and territories of the continent (Tasmania, New Zealand, Sydney, Melbourne, Brisbane).

3.69 Identify major rivers, landforms, and oceans in and surrounding the continent (G):

- Rivers – Finke, Murray
- Mountains- The Great Dividing Range: Blue Mountains & Kosciuszko Mountain
- Bodies of Water – Coral Sea and Lake Eyre
- Deserts - Great Victoria
- Landforms – The Great Divide, Ayers Rock, The Great Barrier Reef

3.70 Interpret a chart, graph or resource map of major imports and exports. (E)

3.80 Identify major government systems in the continent and compare to the U.S. (Constitutional Monarchy.) (G)

Asia

3.81 Interpret different texts and primary sources to describe the major components of history and culture, such as language, clothing, food, art, beliefs, customs and music. (C, H)

3.82 Tell a historic story with appropriate facts and relevant, descriptive details while speaking audibly in coherent sentences. Use information gained from timelines, primary sources and informational text. (C, G, H) Suggestions are:

- Mesopotamia, including the creation of the written alphabet
- Important technologies of China such as bronze casting, silk manufacture, gunpowder and the invention of paper
- The contributions and significance of Confucius
- Emperor Qin Shi Huang
- Marco Polo and trade along the Silk Route
- 2004 Indian Ocean Tsunami

3.83 Identify the major cities and countries of the continent (Tokyo, Japan; New Delhi, India; Beijing, China; Bangkok, Jerusalem, Bagdad)

3.84 Identify major physical features on a map (G):

- Rivers- Ganges, Yangtze, Yellow
- Mountains – Mount Everest, Himalayas,
- Bodies of Water-Artic, Indian, Dead Sea, Bering Sea, Caspian Sea
- Deserts- Arabian, Gobi
- Landforms- Tibet, Huangshan Range, Mesopotamia

3.85 Interpret a chart, graph or resource map of major imports and exports.

3.86 Describe how goods and services are exchanged on local and international levels.

3.87 Identify major government systems in the continent and compare to the U.S. (Communism, Constitutional Monarchy, Dictatorship,) (P)

Antarctica

3.88 Create a multimedia presentation of social studies stories about explorations to Antarctica; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings (C)

3.89 Use timelines and interpret historical passages to summarize the history of a region, possibly including events, inventions/inventors, historical artists, writers, and political figures. (C, H) Suggestions are:

- James Clark Ross
- Richard E. Byrd
- South Magnetic Pole

3.90 Conduct a short research project to examine the Antarctic Treaty and how it relates to Antarctica's culture. (P)

3.91 Explain why there are only temporary residents found on Antarctica and the impact the physical environment and its natural resources have on how basic needs are met. (E)

3.92 Read and interpret information about the impact of people on the environment. (E)

3.93 Identify major cities and countries of the continent: McMurdo Station (G)

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